



Transforming Professional Learning from Compliance to Agency

Summary of United States Department of Education
Education Innovation and Research Fund Grant Program
Teachers CHOICE: Creating High-Impact Opportunities for Innovation, Collaboration, and Equity
Transforming Professional Learning from Compliance to Agency
Five-year grant: 2020-2021 through 2024-2025

18 Participating Schools			
0161	Avocado Elementary	4281	Palm Springs North Elementary
2081	Fulford Elementary	6631	North Miami Middle
2281	Greynolds Park Elementary	6901	W. R. Thomas Middle
2521	Oliver Hoover Elementary	7051	G. Holmes Braddock Senior
2821	Lakeview Elementary	7101	Coral Reef Senior
3381	Miami Springs Elementary	7191	Hialeah Gardens Senior
3501	Morningside Elementary	7371	Robert Morgan Education Center
3781	Barbara J. Hawkins Elementary	7461	Miami Senior
4011	Dr. Toni Bilbao Prep Academy	9732	Brucie Ball Educational Center

- **Participating Teachers: Voluntary (Opt-in)** for teachers working full-time at the 18 Teachers CHOICE participating schools (Participating Teachers).
 - Teachers working full-time at one of the identified high-need schools participating in the Teachers CHOICE initiative will be eligible to participate on a voluntary (opt-in) basis.
 - Participants must agree to earn a minimum of 12 MPPs per participating year in approved Teachers CHOICE professional learning opportunities.
 - Teachers who opt into Teachers CHOICE agree to participate in program evaluation activities (surveys, focus groups, interviews) for data collection.
 - Participating teachers are eligible to participate in teacher-directed learning through a grant-funded allowance of a minimum of \$900.00 for Year 1 and \$1,100 for Years 2-5 for up to 1,020 teachers that could be used to reimburse travel costs and registration fees.
 - Professional learning allowance is determined each year according to the number of teachers who opt into the study.
 - Participants will have 100% flexibility and autonomy in meeting District mandatory professional development days and FDOE certification renewal requirements.

- The following may be satisfied either through Teachers CHOICE or through the District's professional learning options:
 - 20 MPPs in teaching students with disabilities (SWD) stipulated in Section 1012.585, Florida Statutes, and Chapter 6A-4.0051, Florida Administrative Code; and
 - 40 MPPs in the use of explicit, systematic and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies stipulated in Florida Rule 6A-4.0051, F.A.C., Renewal and Reinstatement of a Professional Certificate as required by s. 1012.585(3)(f).
 - Teachers who participate in District pre-approved courses that meet District and State requirements have the opportunity to attend up to two additional professional learning days of their choosing outside of the contractual workday and earn a \$100 professional development stipend deducted from their yearly Teachers CHOICE allowance.
 - All professional learning funded through this project must take place outside the regular school day or year in order to maximize instructional time.
 - Unexpended funds will rollover and be reallocated as needed if approved by the grantor.
- **School based Classroom Leaders (Professional Learning Support Team):** PLST members at the participating Teachers CHOICE schools will be required to opt into Teachers CHOICE and participate in required grant-related activities.
 - Each participating school will identify four (4) teacher leaders with differentiated support responsibilities in the following roles as part of their PLST:
 - **New and Early Career Teacher Leader** coordinates, monitors, and supports the fidelity of implementation in the mentoring and induction program provided to new and early career teachers.
 - **Framework of Effective Instruction/Content Expert/Instructional Coach** coordinates, monitors, and supports the implementation fidelity of a range of instructional coaching practices aligned to the Framework of Effective Instruction to impact teacher effectiveness and student achievement positively and effectively.
 - **Professional Learning and Growth Leader** coordinates, monitors and supports the implementation fidelity of the professional learning opportunities offered to teachers.
 - **Digital Innovation Leader** coordinates, monitors, and supports the implementation fidelity of a range of digital innovation tools used in the District.
 - PLST members will participate in teacher leadership development, including the Teachers CHOICE Pathway 1 – Teacher Leadership Credentialing.
 - PLST members will assist teachers as they track the implementation of their DPGT throughout the school year.
 - **Teachers CHOICE participating schools** will receive support from the Teachers CHOICE Team based in the Office of Professional Development and Evaluation.

- The Teachers CHOICE Team will provide direct support to their assigned participating schools' Professional Learning Support Teams and faculty.
 - The Teachers CHOICE Team will support the PLST training provided by the Office of Professional Development and Evaluation staff to ensure alignment of support across all schools and ensure the sustainability of Teachers CHOICE project implementation strategies.
 - The Teachers CHOICE Team positions will be 12-month, following the M-DCPS District school year, July through June 30 of each year.
 - The selection of the Teachers Choice Team will be based on an application and interview process.
 - The Teachers CHOICE Team positions will be grant-funded for the duration of the grant; assignment of Teachers CHOICE Team members in the Teachers CHOICE initiative shall be subject to annual renewal based on availability of grant funds.
 - Teachers CHOICE Team members will be fully released from classroom instructional responsibilities.
- **Teacher-Directed Professional Learning Pathways:** Teachers CHOICE participating teachers are able to identify from one or more of the professional learning pathways referenced below.
 - Pathway 1 – Teacher Leadership Credentialing: Allows teachers to participate in professional learning that supports and develops their leadership skills and knowledge. The purpose of this pathway is the credentialing and endorsement of career lattice teacher leaders. The professional learning opportunities in this category will focus on the development of teacher leaders who lead from the classroom. Teachers participating in Pathway 1 will be compensated in accordance with the M-DCPS/UTD labor contract. Teachers participating in Pathway 1 will attend the TLA summer professional development sessions and receive the contractual \$100 stipend per day for their participation, not inclusive of their Teachers CHOICE allowance. Additionally, teachers who select Pathway 1 may participate in any combination of Pathways 2 through 4 and receive their Teachers CHOICE allowance for that participating year.
 - Pathway 2 – District Identified Professional Learning Options and Providers: Options and providers have been vetted by the District. These providers currently partner with the District to offer research-based professional learning opportunities to teachers. Teachers who select Pathway 2 may use their yearly allowance as stipulated above toward registration fees for conferences, seminars, and advanced degrees as well as travel costs associated with professional learning options. Registration fees will be paid directly to the approved vendors by the Office of Professional Development and Evaluation and travel costs will be paid to participating teachers following the District's travel reimbursement policies and procedures.
 - Pathway 3 – School-based Professional Learning Options: Provides options that meet the needs of each unique school culture and community. The five (5) options that qualify are lesson study, action research, Critical Friends Group, teacher-driven

observations, and professional learning communities. These options support teachers who identify shared needs and work together to 1) develop their own intentional practice as lifelong learners; 2) develop practical tools for their classroom work with students, and 3) build a professional community of trust and authenticity with colleagues at their schools. Teachers who successfully complete a lesson study, action research project, Critical Friends Group community, teacher-driven observation cycle, and/or professional learning community will be eligible to receive a \$250 stipend for each course.

- Pathway 4 – Independently Selected Professional Learning Options: High-quality professional learning options that align with teachers' annual Deliberate Practice Growth Target (DPGT). There are no restrictions for Pathway 4 provided options meet the M-DCPS Framework of Effective Professional Learning (See Appendix B) and are reasonable as determined by Teachers CHOICE leadership team. Teachers who select Pathway 4 may use their yearly allowance toward registration fees for conferences, seminars, and advanced degrees as well as travel costs associated with professional learning options. Registration fees will be paid directly to the approved vendors by the Office of Professional Development and Evaluation and travel costs will be paid to participating teachers following the District's travel reimbursement policies and procedures. Options:
 - Must be instructionally relevant and connected to the achievement of high-need students
 - Must be job-embedded or classroom focused, collaborative, data-driven, part of a sustained and intensive program, and related to the achievement of high-need students
 - May include innovative activities such as online modules, conferences, seminars, or micro credentials



Program Overview

- Stipend system guarantees flexibility and autonomy to replace **100%** of existing professional development requirements while also meeting District mandatory professional development days and FDOE certification renewal requirements
- Classroom teachers in targeted schools are eligible to participate in grant-funded stipend system to participate in teacher-directed learning through an allowance that could be spent to cover **travel costs, registration fees** and a **stipend** for time spent in school-based professional learning
- Teachers who choose to meet District and State requirements through the District's pre-vetted list have the opportunity to be paid a **stipend** to attend two additional professional learning days of their choosing

The **Teachers CHOICE** initiative is supported by the **Learning Policy Institute**

TEACHER-DIRECTED PROFESSIONAL LEARNING PATHWAYS

Teachers' Creating **High-impact Opportunities for Innovation, Collaboration and Equity CHOICE**

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Pathways are avenues where teachers have the flexibility and autonomy to select options to enhance their professional practice

PATHWAY 1 - TEACHER LEADERSHIP CREDENTIALING

Florida Department of Education Partnership

PATHWAY 2 - DISTRICT IDENTIFIED PROFESSIONAL LEARNING OPTIONS & PROVIDERS

ASCD

Learning Forward

Learning Forward Florida

National School Reform Faculty

New Teacher Center

Beacon Educator

Teaching Tolerance

Courageous Conversations

Advanced degrees

National Board for Professional Teaching Standards

Dade Reading Council

Florida Reading Association

International Reading Association

Florida International University

University of Miami

University of Florida

St. Thomas University

Nova Southeastern University

College of William and Mary

Teachers College, Columbia University

Harvard Graduate School of Education

Taking or preparing for licensure exams

Dade Council for Teachers of Mathematics

Florida Council of Teachers of Mathematics

National Council of Teachers of Mathematics

PATHWAY 3 - SCHOOL-BASED PROFESSIONAL LEARNING OPTIONS THAT QUALIFY FOR STIPEND

Lesson Study

Critical Friends Groups

Professional Learning Communities

Action Research

Teacher Driven-Observations

PATHWAY 4 - PROCEDURES FOR TEACHERS TO INDEPENDENTLY SELECT HIGH-QUALITY PROFESSIONAL LEARNING OPTIONS

Must meet the following guidelines in order to be approved by staff in the Office of Professional Development and Evaluation:

- Must be instructionally relevant professional learning activities connected to the achievement and attainment of high-need students
- Must be job-embedded or classroom focused, collaborative, data-driven, part of a sustained and intensive program, and related to the achievement and attainment of high-need students
- May include innovative activities such as online modules, conferences, seminars, micro-credentials